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| Unit Detail: **Global Community**  (Same but different - What makes me, me and you, you?) | |
| Term: *2* Year level: *3 - 4* Curriculum level: *2* Unit length (weeks): *4 weeks of 2 hours per week* | |
| Curriculum learning area: *Social Studies*  Strand: **Cultural Diversity (Te Whare Nui Whakapapa)**  AO 1, 3, 5  1. Understand how belonging to groups is important for people.  3. Understand how the past is important to people.  5. Understand how the cultures of people in New Zealand are expressed in their daily lives.  AO 3  3. Understand how cultural practices reflect and express peoples’ customs, traditions, and values.  *Incorporating Written English into topic procedures, instructions.* | How to introduce the unit and key competencies to the students (the hook):  Learning Questions: What did I bring with me? What makes me, me and you, you?   1. Describe what is cultural diversity. 2. Compare and contrast cultural diversity. 3. Predict what would happen if there was no cultural diversity.   Festivals, Pasifika, Food, Music, Dance, Commonwealth Games, Cultural Maps / Culture Table / Journey Maps – where we come from |
| Organisation | Abilities / Needs / ESOL / Group Lists | |
| *Mixed ability groups*  *Class discussion – whole class and small groups*  ***Identify ESOL focus areas*** | ***ESOL*** *– ESOL teacher, in class support using buddies to interpret, students modeling language for these students, simplified tasks*  ***Target groups*** *– Pasifika students and boys below the mid year standard in writing who will require support in designing and developing brief.*  ***Special Needs*** *– Teacher aide where timetabled to support the writing of the briefs*  ***More able –*** *extended activities in research, presentations, peer tutoring* | |
| Key Competency focus: Thinking  Managing Self Relating to Others Participating and Contributing  Using Language, Symbols and Text  *Relating to other is about interacting effectively with a diverse range of people in a variety of contexts. The competency includes the ability to listen actively, recognise different points of view, negotiate and share ideas.*  *Using language, symbols, and texts is about working with codes in which knowledge is expressed. Language and symbols are systems for representing and communicating information, experiences and ideas. People use use languages and symbols to produce texts of all kinds: written, spoken and visual; informative and imaginative; mathematical, scientific and technological.* | | |

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| Unit Overview | |
| Title | CULTURAL DIVERSITY – What did I bring with me? What makes me, me and you, you? |
| Unit Aim  **LEARNING INTENTIONS**  *To understand how people are the same but different depending where they come from.*  *To understand that people experience life in different ways and this affects the way we view things.*  *To understand that people either choose or do things differently from us.*  *To understand that the place we are born or come from, can be different from where we are now and we have to adapt to the new ways.*  *To understand that we do not have to change our culture but can embrace the culture of our chosen country.*  *To understand that the Maori culture is significant and makes a difference to life in New Zealand.* | **LEARNING INTENTIONS**   * *To understand how people are the same but different depending where they come from.* * *To understand that people experience life in different ways and this affects the way we view things.* * *To understand that people either choose or do things differently from us.* * *To understand that the place we are born or come from, can be different from where we are now and we have to adapt to the new ways.* * *To understand that we do not have to change our culture but can embrace the culture of our chosen country.* * *To understand that the Maori culture is significant and makes a difference to life in New Zealand.*   ***W.A.L.T.S.***   * *I will learn that everyone is the same but we have different ways of life, depending on where we come from.* * *I will learn that it is okay to be different and to have a different culture from my friends.* * *I will learn that what I eat is different from my friends because I come from a different country and that is okay.* * *I will learn that I am a New Zealander as well as a …… and I can have both cultures. (bi-cultural)*   ***Compare and contrast – Cultures in our classroom***   * Teachers to find out what cultures the children belong to in their class, and carry out activities that allow them to compare and contrast their ways and beliefs. e.g. clothes, food, dance, music, traditions.   ***Define – Cultural Diversity***   * Teachers to brainstorm Cultural Diversity and go on a journey to explore the concepts. Children to initially investigate their own culture and then investigate as a group, or individually, another chosen culture.   **Resources**: Internet, Library-books, iPads, Computer Suite. Library. |
| Curriculum Document Values | |
| Excellence  Innovation, Inquiry, Curiosity  Diversity Equity  Ecological Sustainability Community and Participation  Integrity  Respect  **Diversity**, as found in our different cultures, languages and heritages  **Respect** themselves, others, and human rights  **Through their learning experiences students will develop their ability to:**   * express their own values * explore, with empathy, the values of others * critically analyse values and actions based on them * discuss disagreements that arise from differences in values and negotiate solutions   *Ask questions, investigate, share information and be open-minded to the views of others.* | |
| Digital Literacy Focus | |
| Task Definition ✔ Information Seeking Strategies Location and Access  Use of Information ✔ Synthesis  Evaluation  *Exploring the features of culture.*  *Investigate their own culture.*  *Compare and contrast different cultures.*  *Exploring how cultural identity is important.* | |
| Global Learning Intentions of unit – the BIG ideas students MUST get | |
| *I will learn that everyone is the same but we have different ways of life, depending on where we come from.*  *I will learn that it is okay to be different and to have a different culture from my friends.*  *I will learn that I am a New Zealander as well as a …… and I can have both cultures. (bi-cultural)* | |
| Misconceptions anticipated | |
| *We are all New Zealanders and are all the same.*  *Our home culture is not important to who we are.*  *I do not know anything about my own culture* | |
| Key Vocabulary for this unit | |
| *Beliefs, bilingual, bicultural, culture, custom, diversity, emigrant, ethnic, family, immigrant, ethnicity, race, racial* | |
| Assessment / Culminating activity | |
| Self Assessment Peer assessment  Learning reflection ✔ Presentation  Display Podcast / wiki entry / blog entry Performance  Practical Skills  Teacher Observation Learning conversation Written assessment ✔e-asTTle assessment Oral assessment  Other (describe)  What is the assessment task(s) (rubric, product, etc.)? Please describe:  ***Social Studies****: Portfolio Task – draw & describe 6 facts about own culture* | |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions (to be shared with whole class). We Are Learning To (WALT): | Learning Experiences / Activities  (ICT / SOLO / Multiple Intelligences / Blooms / Authentic Experiences / etc.) | Assessment  Diagnostic / Formative / Summative / Feedback  See Tracking Sheet of Sunnynook Learning Progressions.  Success Criteria  We Are Successful When (WASW): |
| Bringing in Ideas (Identify / Label / List / Define / Describe / Retell / Recall/ Recite)  ***Classifying Cultural Diversity***  *Each of the following HOT Solo Maps will help students link/connect ideas-use the rubric with each map.*  Compare / Contrast ,  Analysis  ***Putting linked ideas in another context:*** (Predict / Hypothesise / Generalise / Imagine / Reflect / Evaluate / Create)    **Generalis**e-make statements that show understanding of cultural diversity.  **Evaluate** – Use the evaluate map to make a final judgement on how you think cultural diversity affects your life. | **Year 3/4**  **Week 7 and 9 – Olympic Games 5 - 21 August**  **AO** **Understand how cultural practices reflect and express people’s customs, traditions, and values.**  Understanding of different countries participating.  Knowledge of a global event.  **Activities:**  Classes to carry out own activities in line with A.O. – Current Events  Classes to cover the event using own plan, e.g. Flags – Cultural Diversity Folder next to photocopier.  [Olympic Games](https://www.olympic.org/rio-2016) – Official Site  **Cultural Diversity**  **Activity List**  **Defining Diversity Book *( Debbie B. to share)***  Activity 6 Survey  Activity 2. Feels Familiar pg14  Plus, Minus, Interesting  Activity 11 pg 29 – pg 39. Where do I come from?  Activity 12 pg 40 – pg 45 Now you are talking. (language focus)  Activity 18a Venn Diagram.  Activity 19 New Zealand page.  **Presentation Ideas**  **Cultural Maps** – (*Deb to photocopy and share.)*  ***Suggestions****: As a display or maybe a book.*  Standard things to include:  Flag  Maps  Photos of families and where they came from.  Subject to compare with NZ. i.e. housing, food, cultural dress, (choose maybe two max as big presentation needed)  **Ideas** :  **Cultural Table** – valued items from children’s cultures.  **Cultural Dress –** Share during Cultural Book week – Parade?  **Use a define map to:-**  Define the New Zealand Culture.  Define the different cultures within our classroom.  Define the things that make us different.  Define the different countries that we come from.  **Use a compare and contrast map to:**  Compare and contrast our own culture with the New Zealand culture  Compare and contrast our own culture with our friends. | **LEARNING INTENTIONS**  To understand how people are the same but different depending where they come from.  To understand that people experience life in different ways and this affects the way we view things.  To understand that people either choose or do things differently from us.  To understand that the place we are born or come from, can be different from where we are now and we have to adapt to the new ways.  To understand that we do not have to change our culture but can embrace the culture of our chosen country.  To understand that the Maori culture is significant and makes a difference to life in New Zealand.  **W.A.L.T.S.**  I will learn that everyone is the same but we have different ways of life, depending on where we come from.  I will learn that it is okay to be different and to have a different culture from my friends.  I will learn that what I eat is different from my friends because I come from a different country and that is okay.  I will learn that I am a New Zealander as well as a …… and I can have both cultures. (bi-cultural)  **Compare and contrast – Cultures in our classroom**  Teachers to find out what cultures the children belong to in their class, and carry out activities that allow them to compare and contrast their ways and beliefs.  e.g. clothes, food, dance, music, traditions.  **Define – Cultural Diversity**  Teachers to brainstorm Cultural Diversity and go on a journey to explore the concepts. Children to initially investigate their own culture and then investigate as a group, or individually, another chosen culture.  **Resources**: Internet, Library-books, iPads, Computer Suite. Library. |

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| Linking Ideas (Sequence / Classify/ Compare / Contrast / Cause Effect / Explain / Question) | *Sequence the timeline actions on a calendar:*   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | *Needs* | *Materials* | *Action Plan* | *Practical activities* | *Presentation* | | | *Week 1* |  |  |  |  |  | | | *Week 2* |  |  |  |  |  | | | *Week 3* |  |  |  |  |  | | | *Week 4* |  |  |  |  |  | | | *Week 5* |  |  |  |  |  | | | *Week 6* |  |  |  |  |  | | | *Week 7* |  |  |  |  |  | | | *Week 8* |  | | | | | |  |

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| **Putting linked ideas in another context**: (Predict/ Hypothesise / Generalise / Imagine / Reflect / Evaluate / Create) | **Self-assessment rubrics for subsidiary question/tasks**  **Define Cultural Diversity**   |  |  | | --- | --- | | Extended abstract | I can describe several relevant characteristics and can explain how/why the cultural diversity happens and links ideas in new ways. | | Relational | I can describe several relevant characteristics and can explain how/why the cultural diversity happens. | | Multistructural | I can describe several relevant characteristics of cultural diversity. | | Unistructural | I can describe one relevant characteristic of cultural diversity. | | Prestructural | I need help to describe cultural diversity. | | | **Relational Learning Outcome**  **Compare and Contrast a Cultural Diversity**   |  |  | | --- | --- | | Extended abstract | I can sequence several of the stages of cultural diversity in order and I can explain how/why at each stage and can make a generalisation / prediction about the sequence. | | Relational | I can sequence several of the stages of cultural diversity in order and I can explain how/why at each stage. | | Multistructural | I can sequence several of the stages of cultural diversity in order. | | Unistructural | I can sequence one of the stages of cultural diversity. | | Prestructural | I need help to sequence stages of cultural diversity. | |
| **Learning2Learn HOT SOLO Self Assessment Rubric for Key Competencies:**  **Thinking: Dimension: Questions Curiosity and Motivation**  **Define and Compare and Contrast Different Cultures.**   |  |  | | --- | --- | | Macintosh HD:Users:office:Desktop:Screen Shot 2012-06-06 at 11.37.36 AM.png | My learning outcome is **extended abstract** because I can ask a range of questions and make links with the things that I am curious about. I am always wanting to know more and I am always reflecting and rewriting my questions for better outcomes. | | Macintosh HD:Users:office:Desktop:Screen Shot 2012-06-06 at 11.38.07 AM.png | My learning outcome is **relational** because I can ask a range of questions and make links with the things that I am curious about. | | Macintosh HD:Users:office:Desktop:Screen Shot 2012-06-06 at 11.38.14 AM.png | My learning outcome is **multistructural** because I can ask several questions about different ideas that I would like to investigate. | |  | My learning outcome is **unistructural** because I can only think of one question or I only want to find out about one thing. | | Macintosh HD:Users:office:Desktop:Screen Shot 2012-06-06 at 11.38.28 AM.png | My learning outcome is **prestructural** because I need help to be motivated in wanting to ask a question. | | | | |
| **Resources:**  ***Language Ideas***  ***Book List***  *Olympic Games Resources – Rodger/Manju*  [gameonscotland](http://www.gameonscotland.org/resources/learningjourney2014commonwealthgames.asp)  [sparklebox printables](http://www.sparklebox.co.uk/topic/world-around-us/society/leisure/commonwealth-games.html#.U8ivKVZwCIw)  [primary treasure chest](http://www.primarytreasurechest.com/topics-ks2/sporting-events/commonwealth-games.html)  [TES](http://www.tes.co.uk/teaching-resource/Commonwealth-Class-2014-Games-education-pack-6338331/) (Times Education Supplement) – use login name: RodgerD password: Sunny2014  [TES](http://www.tes.co.uk/TaxonomySearchResults.aspx?area=resources&keywords=commonwealth+games) – search page for resources  [teachingenglishonline](http://www.teachingenglish.org.uk/commonwealth-class?page=0%2C0) – good resources on sports – for older students but good worksheets on sports  ***Book List for Cultural Diversity***  ***School Journal*** *Part 1 No 3 2007 Good as starting point.*  ***Library***  *Resources from National Library and School library. (Ref. only so use in library time)*  ***Readers***  *Check list of readers and share this with the team.*  ***Electronic Resources***  Info.esol.edu.nz  TKI – google esolonline***.***  *Sparkle Box*  *Copies of flags from Sparkle Box*  *PDF pad.com – Free Flags* | | | |
| End of unit - means of recording student reflection  Possible focus questions for reflection:  What did I do well?  What would I change?  Where to next?  *Self – Assessment: a sequencing rubric based on SOLO on identifying 6 facts about own culture (pre-test) and (post-test).* | | Report: *Topic*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *Student Name* | *Understands main idea of topic study* | *Gathers information from a range of sources* | *Discusses ideas and findings* | *Applies thinking strategies* | | *Janet* | *Below* | *At* | *Above* | *At* | | *John* |  |  |  |  | | |

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| **Reflection for Subsequent Planning** |